# PARCC ASSESSMENTS: ENGLISH LANGUAGE ARTS/LITERACY

### New Jersey Department of Education

# PARCC's Core Commitments to ELA/Literacy Assessment Quality

- **Questions Worth Answering**: Sequences of questions that draw students into deeper encounters with texts are the norm (as in an excellent classroom), rather than sets of random questions of varying quality.

- **Texts Worth Reading**: The assessments use authentic texts worthy of study instead of artificially produced or commissioned passages.

- **Better Standards Demand Better Questions**: PARCC items are developed to specifically meet the standards.

- **Fidelity to the Standards**: PARCC evidence statements are rooted in the language of the standards when developmentally appropriate so that expectations remain the same in both instructional and assessment settings.

# THREE KEY SHIFTS – ELA/L

**Engage with Complex Text** → **Extract and Employ Evidence** → **Build Knowledge**
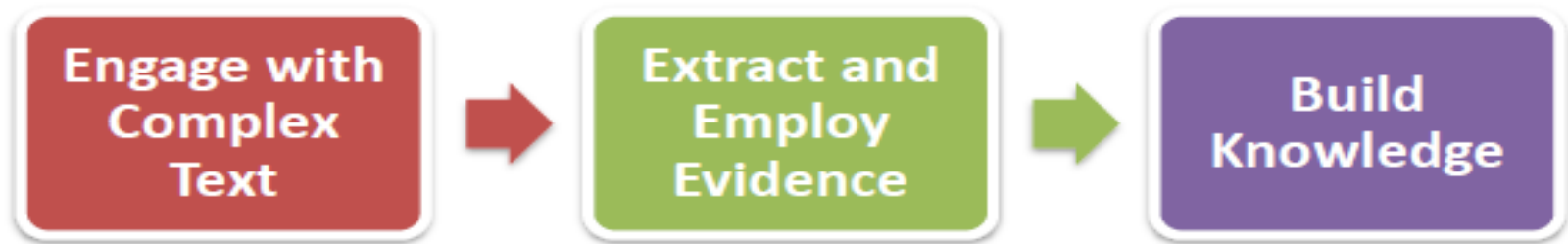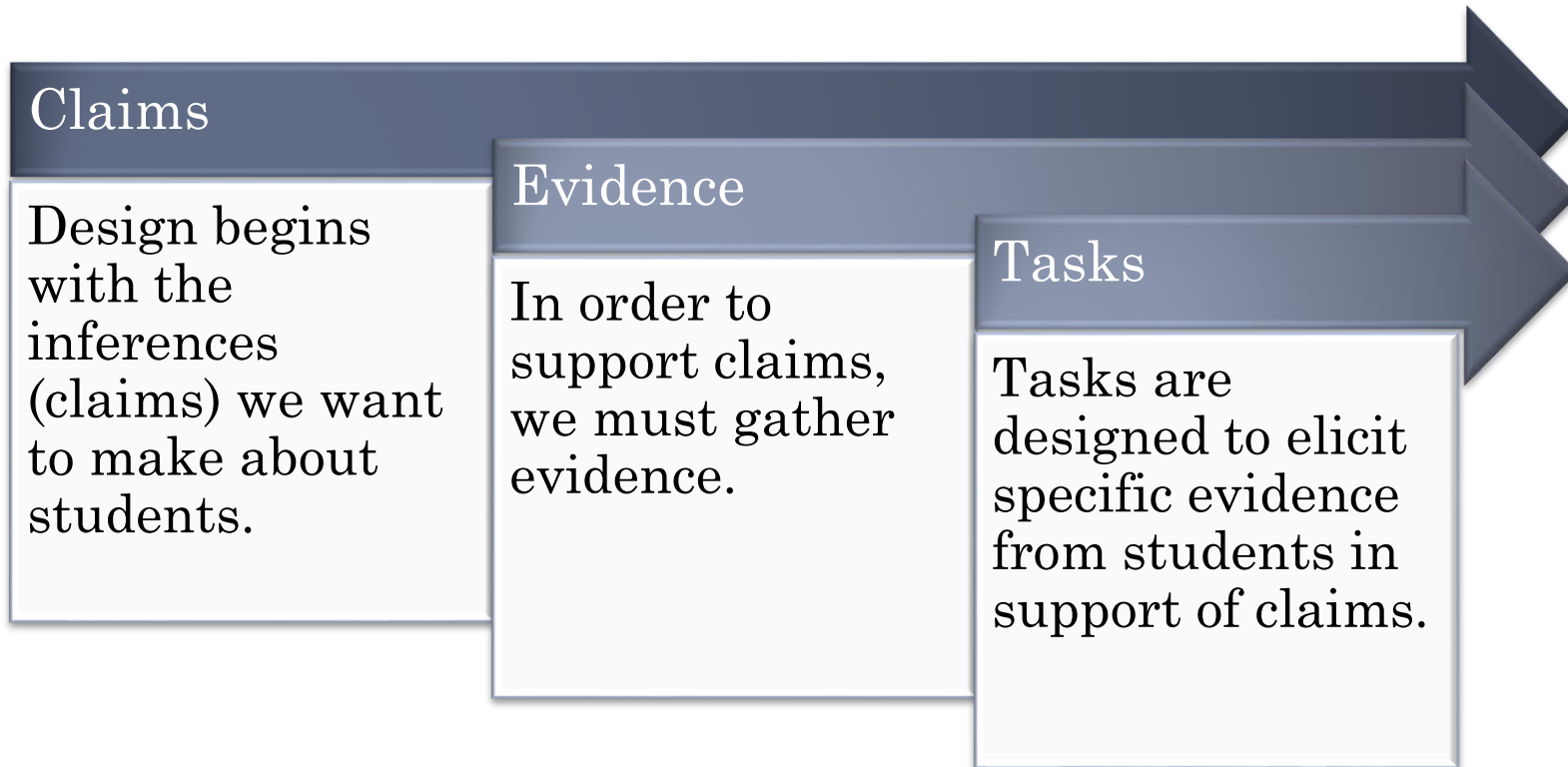
1. **Complexity:** Regular practice with complex text and its academic language
2. **Evidence:** Reading and writing grounded in evidence from text, literary and informational
3. **Knowledge:** Building knowledge through content rich nonfiction

# COMMAND OF EVIDENCE WITH COMPLEX TEXTS AT CORE OF THE ASSESSMENT

- Reading Standard One (Use of Evidence)

- Reading Standard Ten (Complex Texts)

Spotting the Evidence

# Evidence-Centered Design

**Claims**

Design begins with the inferences (claims) we want to make about students.

**Evidence**

In order to support claims, we must gather evidence.

**Tasks**

Tasks are designed to elicit specific evidence from students in support of claims.

# ELA/LITERACY CLAIMS

**ELA/Literacy for Grades 3–11**

**"On Track" Master Claim/Reporting Category:**

**Students are "on track" to college and career readiness in ELA/Literacy.**

**Major Claim: Reading Complex Text**

Students read and comprehend a range of sufficiently complex texts independently.

**Major Claim: Writing**

Students write effectively when using and/or analyzing sources.

**SC: Vocab. Interpretation and Use**

**(RL/RI.X.4 and L.X.4-6)**

Students use context to determine the meaning of words and phrases.

**SC: Reading Literature (RL.X.1-10)**

Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.

**SC: Reading Informational Text (RI.X.1-10)**

Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.

**SC:Written Expression (W.X.1-10)**

Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

**SC: Conventions and Knowledge of Language (L.X.1-3)**

Students demonstrate knowledge of coventions and other important elements of language.

**SC: Research**

**(data taken from Research Simulation Task)**

Students build and present knowledge through integration, comparison, and synthesis of ideas

# ELA EVIDENCE TABLES

- Evidences are attached to the Reading, Writing and Vocabulary claims presented by PARCC.

- Evidence Statements describe the knowledge and skills that an assessment item or a task elicits from students.

- Evidences describe what students **may say or do** to demonstrate mastery of the standards.

- Items on the PARCC assessments may measure multiple standards and multiple evidences.

Evidence Statement Tables:
- https://parcc-assessment.org/ela-literacy/

Grade →

Claim →

**Standards:**
**RL** –
Reading
Literary

| Grade: 3 | |
|---|---|
| **Claim:** Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text. | |
| Items designed to measure this claim may address the standards and evidences listed below: | |
| **Standards:** | **Evidences to be measured on the PARCC Summative Assessment**<br>**The student's response:** |
| **RL 1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | • Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1)<br>• Provides references to details and/or examples in a text when explaining when explaining the basis for the answers. (2) |
| **RL 2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | • Provides a recounting of stories, including fables, folktales and myths from diverse cultures. (1)<br>• Provides a statement of the central message, lesson or moral in a text. (2)<br>• Provides an explanation of how a central message, lesson or moral is conveyed through details in a text. (3) |
| **RL 3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | • Provides a description of characters in a story (e.g., their traits, motivations, or feelings. (1)<br>• Provides an explanation of how characters' actions contribute to the sequence of events. (2) |
| **RL 5:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | • Provides references to parts of stories dramas, and poems when writing about a text, using terms such as chapter, scene and stanza.(1)<br>• Provides a description of how each successive part of a text builds on earlier sections. (2) |
| **RL 7:** Explain how specific aspects of a | • Provides an explanation of how a specific aspect of a text's illustrations |

Evidences

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# Potential uses

- Tie evidence statements to standards
- Combine standards when designing tasks
- Align complex texts to the standards – passage selection
- Design questions/tasks to elicit evidence
- Scaffold instruction
- Consider student mastery of particular tasks aligned to a standard (or multiple standards)
- Assist with developing rubrics and scoring tools

# ITEM TYPES

Evidence-Based Selected Response (EBSR)

Technology-Enhanced Selected Response (TECR)

Prose Constructed Response (PCR)

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# EVIDENCE-BASED SELECTED RESPONSE (EBSR)

- Combines a selected-response question with a second selected-response question – serves as a single item

- Asks students to show evidence from the text that supports the answer they provided to the first question

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# EVIDENCE-BASED SELECTED-RESPONSE (EBSR)

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| SAMPLE ITEM |
| --- |

**Read all parts of the question before responding**

### Part A

What is one main idea of "How Animals Live?"

- ☐ a. There are many types of animals on the planet.

- ☐ b. Animals need water to live.

- ☐ c. There are many ways to sort different animals.

- ☐ d. Animals begin their life cycles in different forms.

### Part B

Which detail from the article best supports your answer to Part A?

- ☐ a. "Animals get oxygen from air or water."

- ☐ b. "Animals can be grouped by their traits."

- ☐ c. "Worms are invertebrates."

- ☐ d. "All animals grow and change over time."

- ☐ e. "Almost all animals need water, food, oxygen, and shelter to live."

Grade 3
RI 3.1 RI 3.2

# EVIDENCE-BASED SELECTED-RESPONSE (EBSR)

**Part A**

Which phrase matches the meaning of **frigid** as it is used in paragraph 6 of "How Big Bear Stuck to the Sky"?

   ⊙   A.  very cold

   ⊙   B.  very thick

   ⊙   C.  full of light

   ⊙   D.  full of stars

**Part B**

Which detail from "How Big Bear Stuck to the Sky" **best** supports the answer to Part A?

   ⊙   A.  ". . . across frozen lakes and rivers." (paragraph 5)

   ⊙   B.  ". . . caused the tiniest of cracks to appear." (paragraph 12)

   ⊙   C.  ". . . sent its rays through the hole . . ." (paragraph 14)

   ⊙   D.  ". . . you will see Ursa Major . . . ." (paragraph 21)

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Grade 3
RL 3.1. RL 3.4.
L 3.4.1

# TECHNOLOGY-ENHANCED CONSTRUCTED RESPONSE (TECR)

- Students use technology to demonstrate comprehension of texts.

- Includes variety of text types: – videos, pictures, ads, sound clips, etc.

- Authentic ways include graphic organizers, highlighting, drag and drop, etc.

# TECHNOLOGY-ENHANCED CONSTRUCTED RESPONSE (TECR)

Show the correct sequence of the events from "How Big Bear Stuck to the Sky" by dragging and dropping the events into the boxes.

| Sky people chase Fisher and Wolverine. | Wolverine breaks the sky floor open. | The animals meet to decide how to bring warmth to Earth. | Fisher is given a place to live in the sky. | Wolverine and Fisher climb through the sky hole. |

**First**

**Second**

**Third**

**Fourth**

**Fifth**

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Grade 3
RL 3.1. RL 3.2.

# PROSE CONSTRUCTED RESPONSE (PCR)

- A task that students complete after responding to a series of questions about the reading(s).

- Elicits evidence that students have understood a text or texts they have read.

- Students demonstrate that they can communicate their understanding well in terms of written expression and knowledge of language and conventions.

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# Prose constructed response (PCR)

Look at the illustrations from the folktales. Write an essay describing how each illustration helps the reader understand the characters' actions in each folktale. Be sure to use evidence from **each** folktale to support your response.

Grade 3
RL 3.1. RL 3.7.
W 3.2 W 3.4-3.10

# PARCC BLUEPRINTS

- Blueprints are a series of documents that together describe the content and structure of an assessment.

- These documents define the total number of tasks and/or items for any given assessment component, the standards measured, the item types, and the point values for each.

- The High Level Blueprints have been updated and adjusted (07/2017).

High Level Blueprints for Grades 3-5/6-11:
- https://parcc-assessment.org/ela-literacy/

# PERFORMANCE TASKS

| Literary Analysis Task | Research Simulation Task | Narrative Writing Task |
|---|---|---|
| Requires students to read two literary texts that are purposely paired.<br><br>Students read the texts, answer questions (EBSR and TECR) for each text and for the texts as a pair, and then write an analytic essay. | Requires students to analyze an informational topic through several articles or multimedia stimuli.<br><br>The first text will be an anchor text that introduces the topic.<br><br>Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay. | The Narrative Writing Task focuses on one literary text.<br><br>Students read the text, answer questions, and write a narrative response that is tied to and draws on the text. |

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# LITERARY ANALYSIS TASK - SAMPLE PCR

In both "The Rescue of the Tin Woodman" and "Arriving at Emerald City," Dorothy has interesting adventures that reveal her character. Based on her words and actions in both passages, describe **two** of Dorothy's qualities. Think about the person that Dorothy is. How do those qualities affect her adventures? Support your response with details from **both** passages.

Grade 4
RL 4.1 RL 4.3
W 4.2 W 4.4-4.10

# RESEARCH SIMULATION TASK –PCR

Your friend thinks it is impossible for people and animals to live in the Arctic.

Write a letter to your friend explaining it is possible to live in the Arctic. Include information about how people and animals are able to survive in the cold. Use ideas and facts from **both** articles in your letter.

RI 3.1, 3.3
W 3.4-3.10

# NARRATIVE TASK - PCR

Imagine what the story would be like from the seal's point of view. Consider how it would be different from the story you read. Rewrite the story to tell it from the seal's point of view.

Grade 4
W 4.3 W 4.4-4.10

# WRITING RESPONSE

- Use evidence
- Use what you learned
- Use ideas and facts
- Use details – (e.g., cite specific details, use details from each source)
- Use examples
- Use information from all sources
- Use dialogue

# ELA RUBRICS

- Reading comprehension and written expression traits are combined – integration of reading and writing.

- Students will continue to receive both a reading and a writing score for their written responses.

ELA/L PARCC rubrics for Grades 3-11:

- https://parcc-assessment.org/ela-literacy/

# ELA Rubric – Grade 3

**GRADE 3 (July 2015)**
**PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS**

## Research Simulation Task (RST) and Literary Analysis Task (LAT)

| Construct Measured | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|---|---|---|---|---|
| **Reading Comprehension and Written Expression** | The student response<br><br>• demonstrates **full comprehension** by providing an **accurate** explanation/description/comparison;<br><br>• addresses the prompt and provides **effective** development of the topic that is **consistently appropriate** to task, purpose, and audience;<br><br>• uses **clear** reasoning supported by **relevant**, text-based evidence in the development of the topic;<br><br>• is **effectively** organized with **clear and coherent** writing;<br><br>• uses language **effectively** to clarify ideas. | The student response<br><br>• demonstrates **comprehension** by providing a **mostly accurate** explanation/description/comparison;<br><br>• addresses the prompt and provides **some** development of the topic that is **generally** appropriate to task, purpose, and audience;<br><br>• uses reasoning and **relevant**, text-based evidence in the development of the topic;<br><br>• is organized with **mostly clear and coherent** writing;<br><br>• uses language in a way that is **mostly effective** to clarify ideas. | The student response<br><br>• demonstrates **limited comprehension**;<br><br>• addresses the prompt and provides **minimal** development of the topic that is **limited in its appropriateness** to task, purpose, and audience<br><br>• uses **limited** reasoning and text-based evidence;<br><br>• demonstrates **limited** organization and coherence;<br><br>• uses language to express ideas with **limited** clarity. | The student response<br><br>• does not demonstrate comprehension;<br><br>• is **undeveloped and/or inappropriate** to the task, purpose, and audience;<br><br>• includes *little to no* text-based evidence;<br><br>• **lacks** organization and coherence;<br><br>• **does not** use language to express ideas with clarity. |
| **Knowledge of Language and Conventions** | The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a few **minor errors** in mechanics, grammar, and usage, but **meaning is clear.** | The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear.** | The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.** | The student response to the prompt **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding.** |

# ELA Rubric – Grade 3

**Narrative Task (NT)**

| Construct Measured | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|---|---|---|---|---|
| **Written Expression** | The student response<br><br>• **is effectively** developed with narrative elements and is **consistently appropriate** to the task;<br><br>• is *effectively* organized with *clear and coherent* writing<br><br>• uses language **effectively** to clarify ideas. | The student response<br><br>• is developed with **some** narrative elements and is **generally appropriate** to the task;<br><br>• is organized with *mostly coherent* writing;<br><br>• uses language in a way that is *mostly effective* to clarify ideas. | The student response<br><br>• is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task;<br><br>• demonstrates *limited* organization and coherence;<br><br>• uses language to express ideas with **limited** clarity. | The student response<br><br>• is **undeveloped** and/or **inappropriate** to the task;<br><br>• **lacks** organization and coherence;<br><br>• **does not** use language to express ideas with clarity. |
| **Knowledge of Language and Conventions** | The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear.** | The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may be** errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear.** | The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may be** errors in mechanics, grammar, and usage that **often impede understanding.** | The student response to the prompt **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding.** |

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# Released Sets

- The released items catalog includes scoring rubrics, guides to the scoring, item sets, answer keys, standards alignment, and sample student responses – scored and annotated.

- The released test questions represent roughly one full test per grade level in each subject area.

- One task per grade level for ELA/L includes annotations.

PARCC Released Sets:

- https://parcc-assessment.org/released-items/

# ANNOTATIONS

Annotation example from the grade 8 RST released set:

Annotations include language from the rubrics.

Italicized examples from student responses are included in parentheses.

Annotations indicate the reasons a student response receives a particular score for each trait.

Headings indicate trait and score.

**Anchor Paper 4**
**Reading**
**Score Point 3**

The response provides a mostly accurate analysis of the similarities between the refining and marketing processes of the technologies mentioned in the passages (*Thomas Edison also made many changes to the phonograph as so did Joseph Pompei when he was designing the Audio Spotlight*). The analysis is supported using adequate textual evidence (*Thomas Edison first used paper strips to record but later on replaced the paper with tin foil. Joseph Pompei used algorithms, but then he designed an amplifier to produce ultrasound*). Overall, the response demonstrates comprehension of ideas.

**Written Expression**
**Score Point 3**

A mostly effective organizational pattern includes an introduction, three body paragraphs, and a brief conclusion. The use of clear topic sentences to separate sections of the text contributes to progression, making it fairly easy to follow the writer's ideas. The student provides mostly effective development supported by clear reasoning and relevant textual evidence (*The marketing process of both inventions are similar. The phonograph was used in offices and companies for writing letters without the aid of a stenographer and to connect to the telephones. The Audio Spotlight was used in offices, companies, and Department stores*). Overall, the response establishes and maintains a mostly effective style while attending to the norms of the discipline.

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# ANNOTATIONS

**Annotations**

**Anchor Paper 3**
**Score Point 2**

The response demonstrates some command of the conventions of standard English at an appropriate level of complexity. Sentence structure is controlled with the exception of one run-on sentence. Knowledge of capitalizing the beginning of sentences is evident. However, the response contains other capitalization errors *(artic, Spring, Summer, Fall)*. The response contains errors in spelling *(artic, Freind, collany, canged* [changed]*, stile, veary)*, but the meaning is generally clear.

# Practice Responses

- To practice scoring student responses:
  - Review the anchor papers, annotations, and rubric.
  - Look for the anchor paper that most closely resembles the level of achievement reached in the response being scored.
  - Using the anchor papers, rubric, and annotations as a guide, determine the score each paper would receive for each of the traits in the rubric.

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# PRACTICE SAMPLE ITEMS & TESTS

- https://parcc.pearson.com/practice-tests/

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